

# Reading Surgery March 2022

## This morning:

How to help your child with  
reading – decoding

How to help your child with  
reading – comprehension skills

# What does 'reading' look like at Godalming Junior School?

- At least two formal lessons of 'Shared Reading' per week
  - **Introducing a text** to children that they would not be able to comprehend without adult support
  - **Share the reading** – the teacher will model reading aloud and children will have a chance afterwards to read aloud
  - **Discuss the text**. Is there any vocabulary they are unfamiliar with? Can they explain what happened in the text? Is it fiction or non-fiction?
  - First lesson 'introduces' text and subsequent lessons complete activities based on that text

# Reading VIPERS

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**ummarise



Content Domain Description
Give/explain the meaning of words in context
Make inference from the text/ explain and justify using evidence from the text.
Predict what might happen from the details stated and implied.
Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve and record key information/key details from fiction and non-fiction
Summarise main ideas from more than one paragraph

# Vocabulary

Find and explain the meaning of words in context

## Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

# Infer

Make and justify inferences using evidence from the text.

## Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

# Predict

Predict what might happen from the details given and implied.

## Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

# Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

## Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?

# Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

## Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

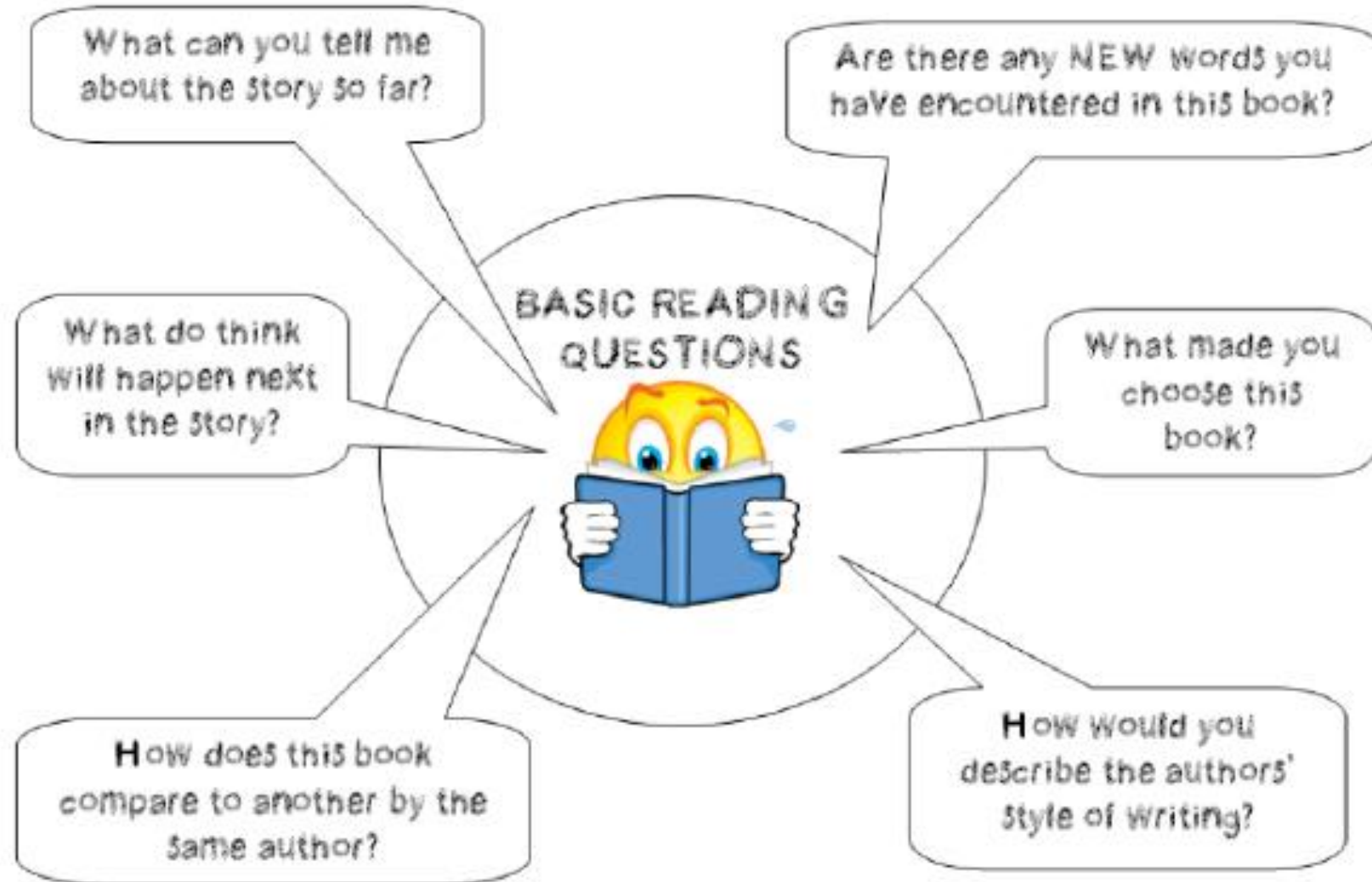
# Summarise

Summarise the main ideas from more than one paragraph

## Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

# Questions for at home



# However, the children READ in all subjects

The act of reading itself is constant at our school.

At the end of the day, all classes have a story time where the class are read to by their teacher.

Children read to access information in lessons like Maths

Children read to do their own research in lessons like Science, History, Geography etc



# Reluctant readers

Find something they like to read and give reading a purpose.

Comic books

Books from films or TV shows they like

Subtitles on the TV

Text on a game they play

Sports magazines/newspaper

Shopping list

Road signs

## How to read a story to your child

If you can find the time beforehand, read the read-aloud book to yourself first, so you can think about how you're going to read it to your child.

On the first reading:

- Make reading aloud feel like a treat. Make it a special quiet time and cuddle up so you can both see the book.
- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
- Read through the whole story the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't.

Read favourite stories over and over again.

On later readings:

- Let your child pause, think about and comment on the pictures.
- If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
- Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
- Link the stories to your own family experiences: 'This reminds me of when ...'
- Link stories to others that your child knows: 'Ah! Do you remember the dragon in ....? Do you remember what happened to him?'
- Encourage your child to join in with the bits they know.
- Avoid asking questions to test what your child remembers.
- Avoid telling children that reading stories is good for them.

# De-coding

- De-coding is what happens when readers use their understanding of letter-sound relationships to correctly pronounce written words.
- This 'sounding out' relies heavily on the rules of phonics.
- Phonics is taught at KS1, with support given in Year 3.

# The 'read-along' method

If your child is struggling with de-coding words, they are more likely to dislike reading and see it as a 'chore'. By quietly reading along with them, you are helping them with pronunciation and 'flow'.

Organise a 'secret' action with your child, such as tapping the page. When they are feeling confident, they will do this action and you know to stop reading along with them and let them do it independently.

Let them sound out complete words slowly in chunks, then if they are still incorrect on the second try, you can inform them what the word is.

What could this say?

G H O T I

G H O T I

‘f’ as in  
enough

‘o’ as in  
women

‘sh’ as in  
‘tion’

F I SH

# Dyslexia

## How does it feel and how can we help?

THIS TYPOGRAPHY IS NOT DESIGNED TO RECREATE WHAT IT WOULD BE LIKE TO READ TO READ IF YOU WERE DYSLEXIC. IT IS DESIGNED TO SIMULATE THE FEELING OF READING WITH DYSLEXIA BY SLOWING THE READING TIME OF THE READER DOWN TO A SPEED OF WHICH SOMEONE WHO HAS DYSLEXIA WOULD READ.

[illegible]